

## Lesson 12

# **God Creates the Universe**

God spoke, and everything was created!

# Studying God's Word

## Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Lesson Flip Chart, and any items you prepared for this lesson.

## Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

Today let's say prayers of confession—and tell God something we are sorry for.

I'll start. Dear God, I want to obey you but so often I don't. Please forgive me for . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration  
I'm sorry prayers—Confession  
Thank you prayers—Thanksgiving  
Please prayers—Supplication

## Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

Who made you? God made me!  
What else did God make? God made ALL things!  
Why did God make you and all things? For his glory.  
Is there more than one true God? No. There is only one true God.

## Bible Pass Around

Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

We are going to start out today by looking into God's Word, the Bible. Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Here's what we're going to do. I want everyone to count with me up to the number choose a number. (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. Hand the Bible to the first student. As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. Begin the lesson when finished with Bible Pass Around.

K-1st Lesson continues next. Go to page 43 for the Pre-K Lesson.

### **Pre-K Lesson**

### **K-1st Lesson**

### **Pre-K Lesson**

Don't forget! Review the Optional Supplements and determine where you can use them.

### **Review**

Refer to the Seven C's of History Poster. In our last lesson, we talked about God's Word, the Bible. We said it is the history book of the universe! There are Seven C's that help us remember God's history from the beginning to the end! Do you remember what they are? Let's say them now. Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

### **Creation**

Today we're going to learn about the first C, Creation. First, I have some pictures to show to you. Show the pictures you brought, one at a time, asking, "What is this?" "Who made this?" after each one. The answer is God made it.

So who made all of these things? God!

That's right! God made everything. And it was only about 6,000 years ago!

We're going to learn some special hand motions to help us remember that God created, or made, everything. The motion for God is like this. Demonstrate sign for God by starting with your dominant hand held sideways with thumb toward you and swiping downward in front of your

face. Repeat the word "God" several times while the students practice the motion with you.

Very good! Now let's learn the motion for create. Demonstrate sign for create by starting with fists together, move one fist above the other and twist back and forth. Then bring fists back together. Repeat the word "create" several times while the students practice the motion with you.

So, when I ask you who made the things on each day of creation week, you can say, "God created it!" with our new hand motions. Practice repeating "God created" with both motions together. How do we know that God made all these things? Let me give you a hint. Hold up your Bible. The Bible tells us.

That's right, and we are going to look in God's Word where it tells us how God made all the things in these pictures and much more!

Who has the Bible? Please bring it up. We are going to read from God's Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

Genesis 1:1

I am going to read the very first thing God said in the Bible. This comes from the book of Genesis. Show the verse to the children. Point out that it is in the very beginning of the Bible. Read Genesis 1:1.

Who created the heavens and the earth? Can you answer with our new hand motions? God created them! Do motions with "God created."

## **Day One**

That's right. The Bible tells us that God created everything in the heavens and the earth. God's Word even tells us HOW he made all these things. Let's take a look now at each day of creation week and find out how God made everything.

Genesis 1:3

The Bible tells us that the first thing God made was light. But there was still darkness. God called the light "day," and he called the dark "night." It's still like that now, isn't it? We have light during the daytime and dark during the nighttime.

But HOW did he make it? What did he do? Listen to this verse; it tells us what God did. Read Genesis 1:3 emphasizing that God "said" and there was light.

Wow! God just SAID, "Let there be light," and it happened. Suddenly there was light! Isn't that awesome? Let me try that. Get up and turn the lights off or have your assistant turn them off.

Let there be light! Let there be light! . . . Hmm! You say it with me. Let there be light! No light. I guess we'll have to turn the switch back on. It doesn't work when we say it, does it? No. God is the ONLY one who has power to make

things just by speaking. And in the beginning, everything around us was created as God spoke! Only God can do this because he is omnipotent. Say that with me: omnipotent. That means God is all-powerful.

Refer to the Lesson Flip Chart. Let's take a look here at our Flip Chart. The Bible says that God named the light "day" and the dark he called "night."

## **Day Two**

Refer to the Lesson Flip Chart. Now let's keep going. The Bible says God made something else the next day, on day two!

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Keep your Bible open to Genesis 1. If appropriate for your class, go ahead and read the verses. If not, use the verses for your reference as you explain and discuss the lesson.

Genesis 1:6

What do you see when you look up outside? The sky. Show pictures brought from home.

That's right! God created the sky on day two with water above and water below.

Now everyone take a very deep breath! Have students breathe in. You are breathing air. Part of what God created on day two was the air that we breathe all around us.

No one else could form the sky and the waters like that! Only God can do it because he is all-powerful—omnipotent.

## **Day Three**

Refer to the Lesson Flip Chart. God wasn't finished yet! On day three, the Bible tells us God made the dry land.

What did God create on day three? God created dry land. Do motions with "God created."

Genesis 1:11

But he didn't just make dirt and leave it like that. God made plants grow. What kinds of plants can you think of? Grass, flowers, fruit trees.

That's right! God SAID, "Let the dry land appear." And on the dry land he made grass, trees, flowers, and fruit grow.

HOW was God making all of these things? Did he cut out shapes from paper and use paint and glue? No! He spoke.

God was speaking—just saying the words—and all of these things were made. This wasn't hard for God because he is omnipotent.

## Day Four

Refer to the Lesson Flip Chart. But he still wasn't finished! What do you think God made on the next day, day four? Allow answers.

Genesis 1:14

The Bible tells us that God SAID, "Let there be lights in the sky." It tells us he made a great light for the daytime and a light that was not as bright for the nighttime.

What would the great light for the day be? Sun. Show pictures brought from home.

Right! And what would the light be for the night? Moon. Show pictures brought from home.

What else do you see in the sky? Stars, planets. Show pictures brought from home.

So, how did the sun, moon, stars, and planets get here? Who created them? God created them. Do motions with "God created."

Yes! God made the sun, the moon, the stars, and all the lights in the sky on day four! He made all we see in the sky just by saying he wanted it there!

## Day Five

Refer to the Lesson Flip Chart. Which day is next? Day five.

What did God create on day five? Can you tell from this picture or the Lesson Flip Chart? Allow answers.

Genesis 1:20

God made two different things on day five: the flying creatures and the sea creatures.

What kinds of birds and other flying things can you think of? Name something that flies. Allow answers. Birds, bats, flying insects, pteranodons. Show students some of the pictures you have brought.

Some creatures are a bit challenging to place. We know that "flying creatures" were created on day 5, but flying insects also have "creeping" forms, like a caterpillar. If we assume that God created adult forms (e.g., chickens not eggs), then it seems that flying insects like butterflies, bees, and others would have been created on day 5. Creeping things like spiders, ticks, beetles and such would have been created on day 6.

Good! And what about sea creatures? Can you name some animals that live in the water? Fish, sharks, crabs, whales, etc.

So, how did the flying animals and swimming animals get here? Who created them on day five? God created them. Do motions with "God created."

## Day Six

Think of all the beautiful things God made! He just SPOKE, and they all came to be.

Genesis 1:24

Refer to the Lesson Flip Chart. What kinds of things did he make on the sixth day? Do you know? Allow answers.

The Bible says on the sixth day, God spoke again and created all the land animals. Show the pictures you brought. Can you think of some animals God made on day six that live on the land? Allow answers. Monkeys, deer, lizards, dogs, horses, etc. (Note: People are not included as animals.)

Yes. On day six, God made the kinds of animals that walk and crawl and jump and skitter on the land.

Refer to the Lesson Flip Chart. But wait a minute, I see people in this picture!

Genesis 1:27

People aren't animals. God must have created them, too! Let's read about that. Read Genesis 1:27.

So what else did God make? Man!

That's right. God made man. It says here he made them male and female. That means God made a man and a woman. And the Bible says that he made this man and woman—and ALL people—different from the animals.

How are people different from animals? Listen again. Reread Genesis 1:27 emphasizing "in the image of God."

Reread the verses as necessary so the students can hear the answers straight from God's Word!

Did you hear that? Whose image are we made in? We are made in the image of God.

God made man more special than anything else because God made man in his image. Nothing else God made was made in his image.

We are special to God and VERY different from animals! We are so different and so special to God that he made a way so we could be with him forever. You see, God sent his Son, Jesus, to die on the cross so sinful people could be forgiven. Jesus did NOT do this for animals. Jesus came for people—so we could know God better, be forgiven of our sins, love him, and live forever with him in heaven.

Refer to the Lesson Flip Chart. So think back now to all we've talked about. Who created all of these things in the heavens and the earth? God created them! Do motions with "God created."  
What is the word that means God is all-powerful? Omnipotent.  
How many days did God take to make everything? Count the days on the Lesson Flip Chart.

Yes. And when God was finished creating, he said it was all very good. God made everything perfectly.

Continue with the Lesson Review Game below.

## **K-1st Lesson**

Don't forget! Review the Optional Supplements and determine where you can use them.

### **Review**

Refer to the Seven C's of History Poster. In our last lesson, we talked about God's Word, the Bible. We said it is the history book of the universe! There are Seven C's that help us remember God's history from the beginning to the end! Do you remember what they are? Let's say them now: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

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So who made all of these things? God!

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We're going to learn some special hand motions to help us remember that God created, or made, everything. The motion for God is like this. Demonstrate sign for God by starting with your dominant hand held sideways with thumb toward you and swiping downward in front of your face. Repeat the word "God" several times while the students practice the motion with you.

Very good! Now let's learn the motion for create. Demonstrate sign for create by starting with fists together, move one fist above the other and twist back and forth. Then bring fists back together. Repeat the word "create" several times while the students practice the motion with you.

So, when I ask you who made the things on each day of creation, you can say, "God created it!" with our new hand motions. Practice repeating "God created" with both motions together.



How do we know that God created all things? Let me give you a hint. Hold up your Bible. The Bible tells us.

That's right, and we are going to look in God's Word where it tells us how God made all the things in these pictures and much more!

Who has the Bible? Please bring it up. We are going to read from God's Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

## Genesis 1:1

I am going to read the very first thing God said in the Bible. This comes from the book of Genesis. Show the verse to the children. Point out that it is in the very beginning of the Bible. Read Genesis 1:1.

Who made the heavens and the earth? Let's use our new hand motions while we answer! God created them! Make the hand motions for "God created" with the students.

What is another word for created? Made.

## Day One

The Bible tells us that God is the one who created—or made—the heavens and the earth. And you know what? God's Word even tells us HOW he made all these things. Let's take a look now at each day of creation week and find out how God made everything.

## Genesis 1:3

I'll read a verse, and you tell me what God made first. Read Genesis 1:3. What did God create on day one? Light. Do motions and say "God created light."

Yes! God made light. The Bible says that when God made the light, there was still darkness. But God called the light "day," and he called the dark "night."

But HOW did he make it? What did he do? Read the verse again and emphasize that God "said" and there was light.

Wow! God just SAID, "Let there be light," and it happened. Suddenly there was light! Isn't that awesome? Let me try that. Get up and turn the lights off or have your assistant turn them off.

Let there be light! Let there be light! . . . Hmm. Let there be light! No light. I guess we'll have to turn the switch back on. It doesn't work when I say it, does it? No. God is the ONLY one who has power to make things just by speaking. And in the beginning, everything around us was created as God spoke! Only God can do this because he is omnipotent. That means God is all-powerful. Say that with me: omnipotent.

Refer to the Lesson Flip Chart. Let's take a look here at our Flip Chart. The Bible says that God named the light "day" and the dark he called "night." And it says that there was evening and morning on the first day.

## **Day Two**

Refer to the Lesson Flip Chart. Now let's keep going. The Bible says God made something else the next day, on day two!

Genesis 1:6

This verse has some big words in it, but I'll explain what they mean. Read Genesis 1:6.

God made an expanse to separate the waters above and the waters below.

What do you see when you look up outside? The sky. Show pictures brought from home.

That's right! God created the sky on day two.

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Now everyone take a very deep breath! Have students breathe in. You are breathing air. Part of what God created on day two was the air that we breathe. The air is all around us and in the sky—and all of it is the expanse! Say that word with me: expanse. It's a very big space. God made the sky above, and he formed the waters below. And what day was this? The second day.

No one else could form the sky and the waters like that! Only God can do it because he is omnipotent.

As you go through each day of creation, show the pictures you brought of things created on each day.

## **Day Three**

Was God finished yet? No!

Refer to the Lesson Flip Chart. No! God wasn't finished yet! On day three the Bible tells us God made the dry land.

What did God create on day three? God created dry land. Do motions with "God created."

Genesis 1:11

But he made something else. Listen so you can tell me what he made along with the dry land. Read Genesis 1:11.

So what kinds of things did God make to grow out of the land? Vegetation, plants, fruit trees.

That's right! God SAID, "Let the dry land appear." And on the dry land, he made grass, plants, flowers, and fruit grow. Then it was evening, and it was morning—the third day.

HOW was God making all of these things? Did he cut out shapes from paper and use paint and glue? No! He spoke.

Yes, God was speaking—saying the words—and all of these things were made. No one else could ever do that. God spoke, and light appeared, then the air and sky, then the waters on the earth, and the land, then trees, grass, flowers, and fruit. This wasn't hard for God. God is all-powerful! He is omnipotent. But he still wasn't finished!

## **Day Four**

Refer to the Lesson Flip Chart. What do you think God made on the next day, day four? Allow answers.

Genesis 1:14

Listen and tell me what you hear from God's Word. Read the first part of Genesis 1:14.

The Bible tells us that God SAID, "Let there be lights in the sky." It tells us he made a great light for the daytime and a light that was not as bright for the nighttime.

What would the great light for the day be?

Reread the verses as necessary so the students can hear the answers straight from God's Word!

Sun. Show pictures brought from home.

Right! And what would the light be for the night? Moon. Show pictures brought from home.

What else do you see in the sky? Stars, planets. Show pictures brought from home.

So, how did the sun, moon, stars, and planets get here? God created them! Do hand motions with "God created."

Yes! God made the sun, the moon, the stars, and all the lights in the sky on day four! It was evening and morning, the fourth day. He made all we see in the sky just by saying he wanted it there! It wasn't hard for God. He is omnipotent!

## **Day Five**

Refer to the Lesson Flip Chart. Which day is next? Day five. What did God create on day five? Allow answers.

Genesis 1:20

Listen to this! This is what God's Word tells us about day five. Read Genesis 1:20.

God made two different things on day five. What were they? The sea creatures and the birds.

What kinds of birds and other flying creatures or sea creatures can you think of? Name something that flies or swims. Allow answers. Birds, flying insects, bats, pteranodons, fish, sharks, crabs, whales, etc. Show students some of the pictures you have brought.

Some creatures are a bit challenging to place. We know that “flying creatures” were created on day 5, but flying insects also have “creeping” forms, like a caterpillar. If we assume that God created adult forms (e.g., chickens not eggs), then it seems that flying insects like butterflies, bees, and others would have been created on day 5. Creeping things like spiders, ticks, beetles and such would have been created on day 6.

God created flying animals and swimming animals on day five. Then it was evening and morning, the fifth day.

## Day Six

Think of all the beautiful things God made! He just SPOKE, and they all came to be. God is so powerful. The Bible tells us all of this was GOOD! But God wasn't finished yet.

Refer to the Lesson Flip Chart. What kinds of things did he make on the sixth day? Do you know? Allow answers.

Genesis 1:24

Let me read to you exactly what the Bible says. Read Genesis 1:24 enthusiastically.

God spoke again! And living creatures were created—livestock, creeping things, and beasts of the earth. These are all land animals, and God created all of them on day six. He spoke, and they came to be!

Refer to the pictures you brought. Can you think of some other animals God made on day six that live on the land? Allow answers. Monkeys, deer, lizards, dogs, horses, etc. (Note: People are not included as animals.)

Yes. On day six, God made the kinds of animals that walk and crawl and jump and skitter on land.

How did animals get here on the earth? Who created them? God created them! Do motions with “God created.”

Refer to the Lesson Flip Chart. But wait a minute, I see people in this picture!

Genesis 1:27

People aren't animals. God must have created something else! Let's read about that. Read Genesis 1:27.

So what else did God make? God created man! Do motions with “God created.”

That’s right. God made man. It says he made them male and female. That means God made a man and a woman. And the Bible says that he made this man and woman—and ALL people—different from the animals.

How are people different from animals? Listen again. Reread Genesis 1:27 emphasizing “in the image of God.”

Did you hear that? Whose image are we made in? We are made in the image of God.

So God made all the land animals, and they were very good. But he made man more special than anything else because God made man in his image. Nothing else God made was made in his image.

We are special to God and VERY different from animals! We are so different and so special to God that he made a way so we could be with him forever—even though we are sinners. You see, God sent his Son, Jesus, to die on the cross so sinful people could be forgiven. Jesus did NOT do this for animals. Jesus came for people—so we could know God better, be forgiven of our sins, love him, and live forever with him in heaven. God did NOT do that for any animal!

Refer to the Lesson Flip Chart. So think back now to all we’ve talked about. Who created all of these things in the heavens and the earth? God created them. Do motions with “God created.”

How many days did God take to make everything? Count the days on the Lesson Flip Chart.

And what’s the word that means God is all-powerful? Omnipotent. What was the creation like? Allow discussion.

When God was finished creating, he said it was all very good. God made everything perfectly.

Continue with the Lesson Review Game on page 48.

## **Lesson Review**

We all learn best with review and repetition! We encourage you to play a lesson review game.

## **Basket Toss**

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

## **Materials**

Review Questions

Two beanbags  
Three laundry baskets or boxes  
Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

## Board Game

Teams will answer questions and make their way to the finish on the Game Board.

## Materials

Review Questions  
Game Board (provided in the Teacher Kit)  
Dice, numbered cards, or spinner  
Buttons or other small items as game pieces for each team

## Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

## Bible Baseball

Students will answer questions and run the bases!

## Materials

Review Questions

Three chairs set out for bases

Optional: gift wrap tube and a large balloon

## Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

## Materials

Review Questions

Six to ten empty water bottles

Softball or other small playground ball

Masking tape

Optional: dried corn or beans

## Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

# Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

## Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

## Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

## Materials

- Review Questions
- A deck of numbered cards, or numbers and “wild” written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

## Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.



Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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